THE EFFECTIVENESS OF GUIDED CONVERSATION METHOD TO IMPROVE ENGLISH CONVERSATION SKILL OF THE 8th GRADERS OF BAYT TAMYIZ JUNIOR HIGH SCHOOL INDRAMAYU IN THE ACADEMIC YEAR 2023/2024

A FINAL PROJECT

Presented as Partial Fulfillment of Requirements to

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In English Education

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APROVAL

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THE EFFECTIVENESS OF GUIDED CONVERSATION METHOD TO IMPROVE ENGLISH CONVERSATION SKILL OF THE 8th GRADERS OF BAYT TAMYIZ JUNIOR HIGH SCHOOL INDRAMAYU IN THE ACADEMIC YEAR 2023/2024

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This final project has been approved by the advisor to be examined

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VALIDITATION

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THE EFFECTIVENESS OF GUIDED CONVERSATION METHOD TO IMPROVE ENGLISH CONVERSATION SKILL OF THE 8th GRADERS OF BAYT TAMYIZ JUNIOR HIGH SCHOOL INDRAMAYU IN THE ACADEMIC YEAR 2023/2024

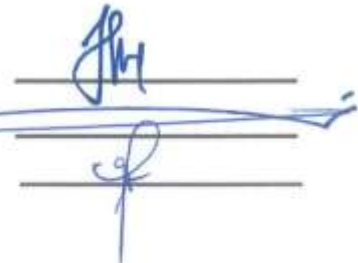Prepared and Presented by:

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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

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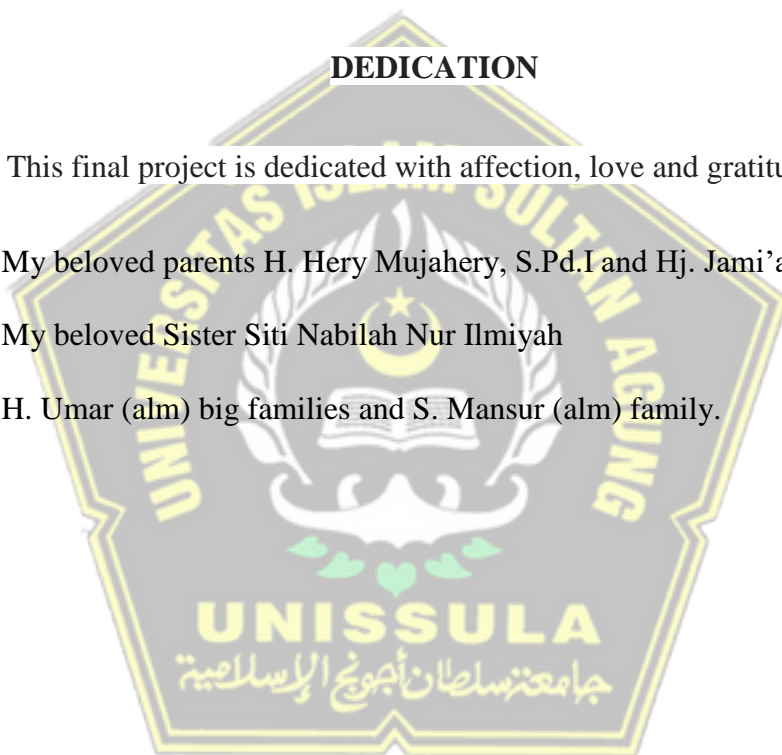
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, after the difficulty there is ease." (QS.94:6)

DEDICATION

This final project is dedicated with affection, love and gratitude to:

1. My beloved parents H. Hery Mujahery, S.Pd.I and Hj. Jami'ah S, Pd.I

2. My beloved Sister Siti Nabilah Nur Ilmiyah

3. H. Umar (alm) big families and S. Mansur (alm) family.

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Finally, the researcher realizes that this final project still far for being perfect. However, the researcher hopes that this final project will be useful for the reader.

Wassalamu'alaikum Wr. Wb

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ABSTRACT

Nurazizah, Mesy, 2023. *The Effectiveness of Guided Conversation Method to Improve English Conversation Skill of the 8th Grader of Bayt Tamyiz Junior High School Indramayu In the Academic Year 2023/2024.* A Final Project of English Education Study Program of Faculty of Language and Communication Science of Sultan Agung Islamic University Semarang.
Advisor: Hartono, S.S., M.Pd.

The aim of this research was to find out whether or not guided conversation method was more effective than commond method to teach English conversation skill. This research used quasi experimental research as the quantitative method. Two groups of the eight graders were compared in term of their conversation achievement. One class of experimental consisted of 23 students who was taught by using guided conversation method while control class consisted of 23 students who was taught by using conventional method. There were 3 steps of this research; pre-test, treatment, and post-test. The subject of this research was eight graders of Bayt Tamyiz junior high school Indramayu in the academic year 2023/2024 with total number of the sample were 46. The score of post-test of both experimental class and control class was 89.52 and 81.09. The result computation of t-test and t-table was 5.289>4.767 (showed that t-test is higher than t-table) and sig. (2-tailed) value is 0.000. Because the probability value is less than 0.05, it shows that there was a significant difference on the post-test. So that it can be concluded that after receiving treatment with the guided conversation learning model, the learning value is better than before using the guided conversation learning method.

Keyword: *Guided Conversation Method, Conversation Skill, Effectiveness*

INTISARI

Nurazizah, Mesy, 2023. *Efektivitas Metode Guide Conversation dalam Meningkatkan Kemampuan Percakapan Bahasa Inggris Siswa kelas 8 SMP Bayt Tamyiz Tukdana Tahun Akademik 2023/2024.* Tugas Akhir Program Study Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang.
Pembimbing: Hartono, S.S., M.Pd.

Tujuan dari penelitian ini adalah untuk mencari tahu apakah metode percakapan yang dipandu lebih efektif dari pada metode konvensional untuk mengajarkan keterampilan percakapan bahasa Inggris. Penelitian ini menggunakan penelitian quasi-eksperimental sebagai metode kuantitatif. Dua kelompok dari kelas delapan dibandingkan dalam hal pencapaian percakapan mereka. Satu percobaan kelas eksperimental terdiri dari 23 siswa yang diajarkan menggunakan metode percakapan yang dipandu sementara kelas kontrol terdiri dari 23 siswa yang dipelajari menggunakan metode umum. Ada tiga tahap penelitian ini; pre-test, treatment, dan post-test. Subjek penelitian ini adalah delapan siswa SMP Bayt Tamyiz Tukdana pada tahun akademik 2023/2024 dengan total jumlah sampel 46 siswa. Skor post-test dari kedua kelas eksperimental dan kontrol adalah 89.52 dan 81.09. Perhitungan hasil dari tes t dan tabel t adalah 5.289>4.767 (menunjukkan bahwa tes t lebih tinggi dari tabel t) dan nilai sig. (2 ekor) adalah 0.000. Karena nilai probabilitasnya kurang dari 0,05. Ini menunjukkan bahwa ada efek yang signifikan pada perbedaan dalam perawatan yang diberikan untuk setiap variable. Sehingga dapat disimpulkan bahwa setelah menerima treatment dengan model pembelajaran percakapan yang dipandu, nilai pembelajaran lebih baik daripada sebelum menggunakan metode pembelajaran konversasi yang dipimpin.

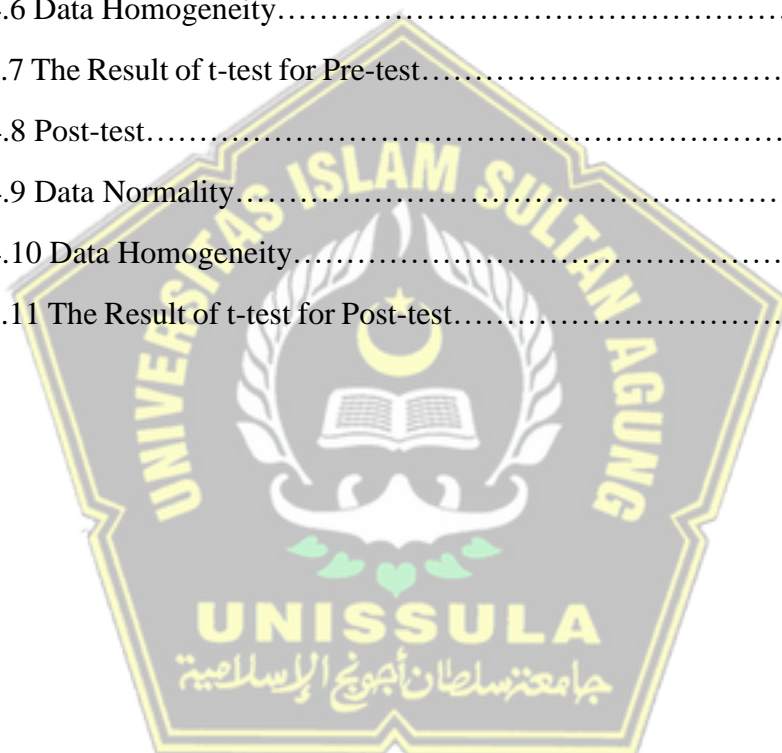**Kata Kunci:** *Guided Conversation Method*, **Keterampilan Bicara, Efektifitas**

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CHAPTER 1

INTRODUCTION

This chapter presents the research introduction which covers, the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Object of Study, the Hypothesis, the Significance of the Study, and Definitions of the Key Terms. This is to help the readers understand the chapter more easily.

1.1 Background of the Study

Language is systematic and it can develop in the child spontaneously, without conscious effort or formal instruction. Fauzi (2005) states that language is a type of human communication instrument in the form of symbols of sounds which produce meaning. Today as stated by Brown (2007) English is increasingly used by non-native speakers to make communication using language by giving and receiving information through speech sounds. So language is very important because it is used by people to communicate with one another and as a medium of communication to share information with other people.

English is an international language that is recognized by countries all over the world (Dalimunthe & Haryadi, 2022). English language is an important tool for communication. According to Sinaga & Pustika (2021) communication is the action of delivering or transferring an idea from one location, person, or group to another. The communication can be done either by speaking (oral communication) or by writing. These two skills constant the language skills which are important to learn

for students namely listening, speaking, reading, and writing (Dalimunthe & Haryadi, 2022).

In a daily life, speaking is an essential oral skill (Asgara et al., 2022). Speaking is the most important skill to learn because how well you communicate with strangers can be influenced by your ability to speak. Speaking and having casual conversations are both highly recommended in the field for communication. We can gather and communicate information by speaking or talking. However, since English isn't used frequently by Indonesian society, it can be difficult for Indonesian citizens to speak the language fluently (Saragih et al., 2022). Achieving English fluency is not easy because students must talk while also think about the components of speaking. As a result, in order to become effective communicators, students should study those aspects of speaking a lot (Rezeki et al, 2022).

According to the writer's observations in the classroom, many students still struggle with speaking. Due to their lack of vocabulary, lack of confidence, fear of speaking and making mistakes, and so on. Many students are passive in English, particularly in their freshman or first year of study. Arini & Wahyudin (2022) state that students will struggle to articulate their thoughts and feelings, and they won't feel confident to speak. They need to develop their vocabulary, pronunciation, intonation, fluency, and accuracy among other speaking skills. Moreover, they were also concerned about making mistakes when speaking English. As a result, they lacked the confidence to speak English, which results in poor performance. Furthermore, they continued to make frequent grammatical errors and mispronunciation.

When students learn English, the factors that influence their ability to speak come from the students themselves, the learning media, teaching method, and teaching material (Mandasari & Oktaviani, 2018). The pattern of interaction in the classroom has a significant impact on the success of the teaching and learning process (Alchamdani et al., 2020). As a result, teachers are expected to create a positive atmosphere or learning environment for their students by employing appropriate speaking methods, strategies, techniques, and relevant materials.

One of the methods to help students developing their English speaking skills is using guided conversations method. A guided conversation is also considered an appropriate design to assist students in obtaining a quick learning method and mastering English material while improving their speaking skills (Ikram, 2016). Given the definition of the word "guided," it can be seen that one of the teacher's responsibilities during the teaching process is to give students as much support, direction, and guidance as they need to achieve their goal (Shafira & Santoso, 2021). Conversation is an interaction of one person with another. More specifically, conversation is a form of interactive, communication skills between two or more people (Sitepu, 2017). In general, Guided Conversation could be described as a method for students to practice speaking because it provides a simple and easy way for students to create sentences using a model of dialogue known as a frame work as guidance.

The English-speaking abilities of the students at Bayt Tamyiz Junior High School remain low. Thoughts, feelings and fear of making mistakes are just three of the many causes of the problems. Therefore, an approach to help is very necessary.

In this case guided conversation can be of help. According to the writer, the guided

conversation method would help students speak more confidently. Therefore, the

writer was interested in conducting the research entitled "THE EFFECTIVENESS

OF GUIDED CONVERSATION METHOD TO IMPROVE ENGLISH

CONVERSATION SKILL OF THE 8th GRADERS OF BAYT TAMYIZ JUNIOR

HIGH SCHOOL INDRAMAYU IN THE ACADEMIC YEAR 2023/2024".

1.2   Reason for Choosing the topic

In this article, the research explain why the topic of the effectiveness of the

guided conversation method in improving English conversation skills of the 8th

graders of Bayt Tamyiz junior high school Indramayu in the academic year

2023/2024 is important for improving students' conversation skills. Students must

master this skill because it is critical for them to be able to communicate with people

all over the world. There are still many students who require motivation to be

confident and interested in speaking English. Researchers can then introduce methods

to be tested, such as the Guide conversation method, which is one of the active

learning methods that will make students enjoy learning English more. This method

will motivate students to engage in more conversation.

1.3   Research Question

Based on the background of the research above, the researcher formulated the

research problem as follows: "Is guided conversation method effective to improve the

8th graders' conversation skill of Bayt Tamyiz junior high school Indramayu in the academic year 2023/2024?"

1.4 The Objective of the Study

Based on the problem statement, the objective of this research was to analyze the effectiveness of guided conversation method to improve the 8th graders' conversation skill of Bayt Tamyiz junior high school Indramayu in the academic year 2023/2024.

1.5 Hypothesis

Based on the research question above, the writer purposed the following hypothesis:

H_o: There was no significant difference on the conversation skill between the 8th graders of Bayt Tamyiz junior high school Indramayu who were taught conversation using guided conversation method and those who were taught conversation without using guided conversation.

H_i: There was a significant difference on the conversation skill between the 8th graders of Bayt Tamyiz junior high school Indramayu who were taught conversation using guided conversation method and those who were taught conversation without using guided conversation.

1.6 Limitation of the Study

Based on the statement of the problem, the focus of the research would be limited to the effect of guide conversation method to improve English conversation

skill. The participants selected would be the 8th graders of Bayt Tamyiz junior high school Indramayu in academic year 2023/2024. In this study, a conversation is defined as a conversation between two or four people about a common interest for examples hobbies and free time activities.

1.7   The Significances of the Study

This research is expected to get the results and benefits for all parties including the following:

a.   For teachers

1.   This is to broaden the knowledge in the field of education in order to improve the professionalism of educational tasks, particularly in the teaching learning process.

2.   Provide information to the English teachers especially, concerning alternative learning method that can improve the ability of students to understand the concept of narrative material to be applied in daily life.

b.   For students

1.   Hopefully this research can increase motivation and interest in learning English as well as the creativity of students, especially in speaking English skill.

2.   This is expected to improve the ability of students to speak English fluently in daily conversation.

c.   For institutions

Provide information about alternative method in teaching learning activities for schools, especially the school which have been object of the research.

d.   For the further researcher

The results are expected to increase knowledge in the disciplines of education, especially in teaching English.

1.8   Definition of Key Terms

Confirmation of the title of this research is intended to provide clearer information to the object of research. In addition, there is also a term can be interpreted with different meanings and to avoid misinterpretation of the title of this study. Therefore, the researcher gives the following definitions:

a.   Guided Conversation Method

A guided conversation is one of methods used to teach speaking by guiding students to speak in pairs with good pronunciation. It is also considered an appropriate design to assist students in obtaining a quick learning method and mastering English material while improving their speaking skills (Ikram, 2016). In guided conversation, teachers give students support, direction, and guidance as they need to achieve their goal (Shafira & Santoso, 2021).

b.   Speaking Skill

Speaking is a part of the important skills in learning English. According to Hornby (1995), speaking is about something to talk, say something about something, to mention something, to have a conversation with somebody, to address somebody in words, to say something, or express oneself in a *particular language*.

c.   Effectiveness

In this study, effectiveness is defined as a measure of results or success in achieving goals. the level of success achieved from researching a guide conversation method that is in line with the goal of developing conversational skills for 8th graders' of Bayt Tamyiz junior high school Indramayu in the academic year 2023–2024.

1.9 Outline of the Study

This final project consists of three chapters. The chapter are divided into subtopics as follows:

Chapter I is Introduction. This chapter contains Background of the Study, Reason Choosing the Topic, Research Questions, the Objective of the Study, Hypothesis, the Significances of the Study, Definition of Key Terms, and Outline of the Research.

Chapter II is Review of Related Literatures which consists presents English Language Teaching at Junior High School, Teaching English Speaking, English Conversation Skill, Strategies for Teaching Conversation, Definition of Guide Conversation Method, Types of Guide Conversation Method, The procedure of Guide Conversation Method, and Previous Relevant Studies.

Chapter III is Research Method. This chapter contains about research design, subjects of the study, data gathering, data analysis, and procedures of the study.

Chapter IV is Analysis of Result and Discussion. This chapter contains about School Profile, the Respondents, the Experiment, and the Discussion.

Chapter V is Conclusion and Suggestions. This chapter contains about Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents English Language Teaching at Junior High School, Teaching English Speaking, English Conversation Skill, Strategies for Teaching Conversation, Definition of Guide Conversation Method, Types of Guide Conversation Method, The procedure of Guide Conversation Method, and Previous Relevant Studies.

2.1 English Language Teaching in Indonesia

The teaching and learning of English at junior high school is aimed at reaching a functional level in which students learn language as a communication tool. The goal is to develop communication competence in the form of written or oral communication in order to achieve functional literacy (Malaikosa & Taopan, 2020).

In some parts of Indonesia, English is taught at kindergarten, elementary schools, junior high schools, and senior high schools. Although, some junior high school students have studied English before, many of them still face challenges. Furthermore, language learning in junior high school is intended to provide students with experience in using English texts to understand and apply factual, conceptual, and procedural knowledge related to visible phenomena and events, through speaking, listening, reading, and writing in the concrete realm (Malaikosa & Taopan, 2020).

In the curriculum that has been designed by the ministry of education, to improve the ability and achievement of graduate competency standards that must be possessed by students at every level, namely core competencies such as competency I (KI-1); spiritual attitude. Competency 2 (KI-2): social attitude. Competency 3 (KI-3): knowledge, and Competency 4 (KI-4): skills. 13 of the curriculum structure describes the conceptualization of curriculum content in the form of subjects, the distribution of subjects in semesters or years, and the study load for subjects per week.

Junior high school students must complete at least 38 hours of lessons in one semester. Each subject has a different time allocation; for example, English has a weekly allocation of 4 hours of learning with a duration of two 40-minute sessions per day. The learning includes basic materials such as introductions, expressions, invitations, short massages, and so on. By using simple learning methods such as guided conversation, students can learn quickly and improve their skills.

2.2 Teaching English Speaking

Teaching English speaking has become popular in ELT, as proven by the growing number of research and developments on this subject (Richards, 2001). Pratama and Awaliyah (2016) states that speaking is a primary requirement to be taught not only to adult learners but also to young learners in order to prepare every child to have a good communication skill. According to Faisal and Asnawi (2021), students learning English as a Foreign Language (EFL) should master the speaking skill in order to be able to spontaneously express their minds, ideas, and thoughts. Students are expected to master this skill because it is critical for them to be able to

communicate with people all over the world. For many second language and foreign language students, mastery of English speaking skills is required. Speaking is one of the five skills that every child should learn in this twenty-first-century era, and it is known as a communication skill (Pratama & Awaliyah, 2016).

According to the curriculum, the focus on teaching speaking is to improve students' oral production in interpersonal and transactional speaking. Unfortunately, many students still regard speaking English as a difficult skill because they must master other language elements such as vocabulary, structure, and pronunciation. Even though students have been learning English for a long time, we can see in almost every school that the number of students who can speak English is still small. Some of them have been studying since elementary school, and some since playgroup or Kindergarten.

According to Rahayu and Jufri (2013), the main reason for students' inability to express themselves verbally was a lack of motivation. Almost all students lacked motivation in English because the classroom environment did not encourage them to learn. In other words, the class did not stimulate or motivate students to face the teachers' lesson. As a result, they are sleepy and pay less attention in class. As a result, the students are uninterested in learning. It is up to the teachers to create a conducive environment. The teacher must make the students happy and make them believe that English is a simple, enjoyable, and not frightening subject. This would allow students to express themselves freely and be of interest in communicating in a foreign language.

Second, students lacked confidence in their ability to communicate in English because they were embarrassed or afraid of making mistakes (Rahayu & Jufri, 2013). Furthermore, students lacked vocabulary. As a result, they had no idea what to say or how to say words in English, and they knew little about the topic being discussed. However, when studying, the desire to practice without fear of making mistakes must be heightened. Mistakes can be corrected, and students can learn from them in order to improve their English skills. As the saying goes, "practice makes perfect."

The third issue was a lack of practice. Rahayu and Jufri (2013) states many students lack field English practice. They did not practice their English much because they were afraid to try speaking and some were too lazy to do so. Actually, the other students recognize that the students were only learning when they attempted to speak their language. Nobody will make fun of them. So, in order for the students to be successful, they must practice English as much as possible.

2.3 Strategies for Teaching Speaking

Teachers can provide the best teaching for students in order to achieve successful learning by using teaching strategy. Faisal and Asnawi (2021) stated that, teachers' strategies are an important factor in language learning success. And in other that,

The strategies used by teachers to teach speaking skills to junior high school students will aid the students in mastering the target language. The key to learning English is to use a learning method. If a teacher employs an ineffective and boring

method, the class is over. An English class that lasts nearly two hours is likely to bore students and make them dislike it.

The conversation method is one of the most effective ways to improve one's speaking ability. This is accomplished by directly inviting students to converse/speak in the foreign language being taught, such as English, Arabic, or other languages. Of course, it begins with words, sentences, or expressions that are commonly used in daily life, such as: Good morning, How are you doing? What exactly are you doing? Can you communicate in English? ect; or sentences, conversations in the classroom, around the school, at home, at the office, and so on; becoming increasingly widespread and diverse.

The primary function of language is speaking; the secondary role is reading/understanding writing or books. The ability to actively speak, communicate verbally, or converse is thus the primary function of learning a foreign language. That is the primary goal or target of learning a foreign language, followed by the ability to read and understand, also known as passive mastery.

As a result, the Conversation Method should be the primary method for teaching and learning a foreign language. This method is carried out using the Direct Method and the Natural Method, which are implemented by utilizing the functions and principles of each of these methods' provisions.

People in developed countries, such as the United States and Europe, use these three methods as the main practice, along with adequate and compatible audio visual aids/audio visual aids, so that within one semester they are able to visit the country

of the nation's language studied, studied and practiced for one year, and are immediately able to write accompanied in the foreign language.

So, in addition to the appropriate method, complete media and books, and a teacher with high abilities, students must also study hard and be smart. Without these four conditions, learning a foreign language can take years, if not dozens of years.

2.4   English Conversation Skill

According to Saragih et.al, (2019), conversation is the most fundamental form of oral communication, was one of the speaking activities. However, only a few of them have the opportunity or confidence to engage in unplanned conversations with native speakers. According to Brown (2008), there were six categories of speaking.

1. Imitative: means imitating a word, phrase, or sentence. And it focused on pronunciation. The teacher used drilling during the teaching learning process.

2. Intensive: refers to putting some phonological and grammatical aspects of language into practice. It was usually done in pairs or groups. For instance, reading aloud a paragraph, reading information, a chart, and so on.

3. Responsive: an interaction and comprehension testing, but on a somewhat limited level of very short conversation, standard greeting, small talk, simple request and comment. In this section, the teacher and students can respond to questions, make comments, give directions, and so on.

4. Transactional (dialogue); the goal of this performance is to exchange specific information while also expanding the form of responsive languages.

5. Interpersonal (dialogue); interpersonal dialogue is conducted to maintain social relationships rather than to transmit facts and information. Examples include conversations because they included elements such as emotionally charged language, slag, a covert (agenda), and so on.

6. Extensive; teachers delivered monologues in the form of reports, short speeches, or summaries. It was also a little more formal. Its mission was to report on and retell a story.

According to Lund and Winke (2008), the process of learning can make the students are able to listen and repeat some words. Intensive; refers to putting some phonological and grammatical aspects of language into practice. It was usually done in pairs or groups. For instance, reading aloud a paragraph, reading information, a chart, and so on. Responsive interaction and comprehension testing, but on a somewhat limited level of very short conversation, standard greeting, small talk, simple request and comment. In this section, the teacher and students can respond to questions, make comments, give directions, and so on. Transactional (dialogue); the goal of this performance is to exchange specific information while also expanding the form of responsive languages. Interpersonal (dialogue); interpersonal dialogue is conducted to maintain social relationships rather than to transmit facts and information. Examples include conversations because they include elements such as emotionally charged language, slag, a covert (agenda), and so on. Extensive; teachers delivered monologues in the form of reports, short speeches, or summaries. It was also a little more formal. Its mission was to report on and retell a story.

2.5   Strategies for Teaching Conversation

Teachers used various teaching strategies in the teaching and learning process. Teaching strategies were important because they determine teachers' success in meeting teaching objectives. According to (Saragih et al, 2019), the strategies employed by the teacher should be interesting and capable of capturing the attention of the students. Strategies for teaching speaking, in particular, should enable students to communicate efficiently and effectively. In other that, Saragih et al., 2019 also stated that, Teachers needed strategies to help them transfer materials effectively when teaching speaking. The teacher was able to achieve the indicators of the materials by employing the strategies. Also, learning with strategies made it more interesting for students to learn English, particularly in speaking. There were some conversation sections where the interesting strategies in the class were not used or applied. There were still many students who could not speak fluently because they had many difficulties when they wanted to speak in English, particularly in conversation (Saragih et al, 2019).

Strategies are specific approaches to a problem, modes of operation for achieving a specific goal, and planned designs for controlling and manipulating specific information. According to Hudiyono (2021), in the core part of learning activities, a guidance strategy is a good strategy.

A guidance strategy is implemented by giving students direction during the conversation. The strategy's goal is for students to have a solid understanding of the

concepts presented. Students can find, recognize, understand, and apply subject matter concepts with the help of mentoring. Guidance strategies can help students understand concepts better so that they become long-term memories. The mentoring strategy (MS) is primarily used to jog students' memories so that they can respond to the teacher's questions. Hudiyono et al., (2021) state that, the mentoring strategy makes it easy for students to remember the answers to the teacher's questions. Coaching strategies, which are related to speaking skills, can be used by teachers to ensure that students are not left behind in the conversation because they continue to be guided to always follow every exchange that occurs in the conversation.

2.6 Guided Conversation Method for Teaching Conversation

Guided Conversation is is an effective method to help students learn quickly in simple English to facilitate communication and improve learning outcomes in students' English speaking skills. Students develop a communicative environment by sharing ideas, thoughts, and responses as well as by receiving feedback to improve the conversation. The design of guided conversation is suitable for assisting students in developing quick learning strategies, mastering English material, and developing speaking abilities (Kusumaningrat, 2021). Guided conversation is method encourages students to develop proper ways to ask and respond to questions in accordance with the rules for speaking English, as well as providing instruction that mimics the speech pattern of a native speaker.

2.6 Definition of Guide conversation method

The word guided, which is closely related to the process of learning English speaking skills, is guiding students in their learning. It is difficult to practice speaking a foreign language like English because it requires the integration of other skills (listening, reading, and writing) into good speaking (Muhammad Ikram, 2016). In addition, Molinsky (1980) explained that Guided conversation are dialogues and exercises that are the central learning devices the lesson begin with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaningful exchange of communication.

Guided Conversation can be a good teaching students to help students improve their English speaking skills. Guided Conversation can stimulate students' interest and encourage them to learn new vocabulary with appropriate sentence structure in relation to the topic of the conversation. Students are expected to be ready to wait their turn to speak and provide answers to questions or statements posed by the host/guide of the Guided Conversation while practicing English speaking skills with Guided Conversation (of course this moment occurs in the classroom). However, learning English speaking skills is not simple and requires appropriate and enjoyable methods (Kusumaningrat, 2021).

2.6.2 Types of Guided Conversation Method

Furthermore, according to Ikram (2016), guided conversations can assist students in practicing their English-speaking skills:

1. The guided conversations are related to the practice of speaking English skills in the form of brainstorming. The English teacher provides new vocabulary,

new sentences, and new forms, which can be a new lesson for the students themselves. The teacher guides students to open students' mind with language that is easy to understand, students' speech that is not correct is guided by the teacher slowly so that students can develop.

2. The guided conversations are related to role-playing. This preparation creates conditions for students who are ready to appear with mental maturity in conducting discussions according to the profession that will be carried out. Become actors such as fishermen, farmers, teachers, doctors, nurses, who need a specific style.

3. The guided conversations are for speaking practice skills. The aim is to prepare students to determine the subject of discussion in certain forums. For example, students conduct short discussions about English lessons, discuss likes or dislikes, accept or refuse the invitation, debate, give speeches, and ask questions.

4. The guided conversations are related to professional English-speaking skills. In this case, the most important thing is the student's ability to speak both in an open and closed environment. Students' professional level in English conversation is not yet possible because this level requires optimal continuous practice.

2.6.3   The Procedure of Guided Conversation Method

According to Molinsky (1980), the procedure of teaching guided conversations method are as follow:

1. Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.

2. Encourage the students to be inventive as they create their character and situation of the model conversation.

3. Present to the class each sentence of the model conversation containing footnote expression with is alternative.

4. Pair the students present the model conversation in the class.

5. Pair the students' to practice all the exercises using the footnoted expression with is alternative.

6. Assign the exercise as homework and ask them to present to the class next.

2.7   Previous Relevant Studies

There are some relevant previous studies to this current study. Below are some of them:

1. The first is the study of Sitepu (2017). This study aimed to improve the students " ability at speaking skill by applying guided conversation strategy at eleventh grade students of Senior High School Muhammadiyah-2 Medan. The research was conducted by using classroom action research, which carried out through four step, they are planning, action, observation, and reflection. The subject of this study was students class XI of Senior High School Muhammadiyah-2 Medan in academic year 2016/2017. Consisting of 37 students. The technique of analyzing the data of this research was applied quantitative and qualitative approach. The quantitative data were

taken from a speaking test. The qualitative data were taken from observation sheet, interview, diary note, and documentation. The result of data analysis showed that there was improving students" ability in speaking from each cycle. It showed from mean of pre-test was 60.27 the mean of the post-test I was 72.43 and the mean score of post-test II was 80. From the data analysis revealed that students' speaking abilities improved with each cycle. It revealed that the pretest mean was 60.27, the posttest I mean was 72.43, and the posttest II mean was 80. The researcher can conclude from the data above that using a guided conversations strategy improved the students' ability to speak.

2. The second study is the one conducted by Ikram (2016). This study investigated the effectiveness of using guided conversation to enhance students' English speaking skill by using an experimental study at an Islamic Junior High School in Aceh besar 2017. The design of this study was a pre-experimental study which consists of four meetings. The research used the population of this study was the VIII grade students and 27 students were selected as the research sample. As the quantitative method, the researcher analyzed the data by means of t-test. The result showed that there was significant difference on the students' speaking skills taught by using guided conversations. The students' mean of pre-test score was 41.48. Then in post-test, the mean score of the students was 66.52. In other words, guided conversation was successfully enhancing speaking skills for the VIII grade of Islamic Junior High School students in Aceh Besar. Therefore, the guided

conversations may be one of the appropriate teaching methods to improve students' English speaking skills.

3. The third is the study of Pratama (2019), this study aimed to determine the extent to which significant influence of using Guided Conversation Technique towards students" speaking skill at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2019/2020. The research design was quasi experimental design with the treatment held in three meetings. The samples of this research were two classes, XI IPS 2 as experimental class and XI IPS 4 as control class. The researcher used Guided Conversation Technique in experimental class and Role Play in control class. The experimental class consisted of 35 students and control class consisted of 35 students also. In collecting the data, the researcher used test instrument pre-test and post-test. The students had to do dialogue with their partner in order to give an advice/suggestion based on the topic they got. The researcher used Independent T-Test to analysis the data. From the data analysis, it was found that the result of the test was Asymp. Sig. (2-tailed)= $0.532 > \alpha = 0.05$. So, Ho was accepted and H_a was rejected. Based on the computation, it can be concluded that there is no a significant influence of using Guided Conversation Technique towards students" speaking skill at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2019/2020.

As previously stated, the variables used in the previous research are similar to what the researcher study. The selection of materials, research sites, and methods

distinguishes my research from previous research. Furthermore, to determine the study's results, the researcher used a quantitative method to answer the study's results.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, this chapter discusses the research method, research participants, data collection, and data analysis.

4.1 Research Design

This study applied a quantitative approach. This was an experimental study using the quasi experimental research method or quasi-experimental design. Quasi experimental research is a research method in which a control group and an experimental group are not chosen at random. Because there were outside variables in this study that the researchers could not control, the researchers used the quasi experimental research method (Kamaruddin et al., 2023). Also, Creswell (1959) mentioned the four main types of experimental research designs. They are true experimental, quasi-experimental, pre-experimental, and single-subject designs. To determine the effectiveness of guided conversation method to improve the 8th graders' conversation skill of Bayt Tamyiz junior high school Indramayu in the academic year 2023/2024, the study adopted of quasi-experimental design. It would adopt control group design. One class would be for the experimental class, the other class would be for the control class.

As mentioned by Davison and Smith (2018), the quasi experimental has design as follows:

Table 3.1 Quasi Experimental Design

E	**01**	**X**	**02**
— — — — — — — — — —			
C	**03**	**-**	**04**

E : experimental group

C : control group

O_1 : pre-test for the experimental group

O_2 : post-test for the experimental group

O_3 : pre-test for the control group

O_4 : post-test for the control group

X : treatment for experimental class

-    : without treatment

4.2   Research Population

a.   Population of the Study

The population of this research was be the 8th graders of Bayt Tamyiz junior high school Indramayu in the academic year 2023/2024. The number of population was 46 students from the two classes.

b.   Sample

The sample of study reduced the scope of the research. The researcher adopted purposive sampling to take the research sample. This research was conducted in the 8th grade students at Bayt Tamyiz junior high school Indramayu in the academic year

2023/2024. The research involves two classes. One class served of the experimental class (class 8A), and the other class served as the control class (class 8B).

4.3   Variable Research

Variable is the foundation and primary component of a research work. Then it is possible to conclude that there would be no variables if there were no study. A variable is any object, event, idea, time period, or other type that can be quantified. Variable are classified into two categories, they are:

a.   Independent variable

This independent variable of the study was the guided conversation method.

b.   Dependent variable

This dependent variable of the research was student's English conversation skill.

4.4   Instrument of the Research

This study used conversation test as an instrument to collect data in this research. The instrument was used for pre-test and post-test to collect the data in the oral test. The teacher asked the student to have a minute of conversation about their hobbies. The teacher asked the students to find the couple and asked them to discuss the dialog before practice in front of the class. The pre-test and post-test used be different. Pre-test was conducted before applying the effectiveness of guided conversation method to improve English conversation skill and the post test was conducted after applying the method.

4.5   Research Procedure

The research procedure for the study was pre-test, treatment, and post-test.

3.5.1 Pre-test

The pretest was administered in the first meeting to assess students' abilities before treatment. The researcher asked the students to have a minute of free conversation in front of the class. Then, during the presentation, the researcher recorded what they were saying. This video recording used to assess students' speaking skills. The assessment made at the pretest is assessed in 5 assessments on the assessment rubric with rated qualifications grammar, pronunciation, vocabulary, fluency, and comprehension. These 5 assessments are taken into account in the normality, homogeneity and t-test to see the results of students' abilities before carrying out treatment.

3.5.2 Treatment

During the study, the researcher conducted the experiment with teaching in an 8th grade A. the researcher used guided conversations as a strategy to improve the students' English-speaking abilities in the experimental class. In addition, the researcher used guided conversations to track students' progress in speaking skills. Every meeting lasted 90 minutes. The following here are the specifics of each experimental teaching meeting:

a.   First meeting

In the first meeting, the researcher introduced herself and explained the purpose of her presence to the students. Then the researcher explained what guided conversation was and how it helped students learn. Then, before giving the

treatment, the researcher used a pretest to assess the students' abilities. Then the researcher asked the students to have a one-minute conversation about explaining their hobbies in front of the class. During the presentation, the researcher recorded video of what they were saying. The recording was used to assess students' ability to speak in terms of pronunciation, grammar, vocabulary, comprehension, and fluency.

b. Second Meeting

The researcher started using guided conversations to teach speaking. First, the researcher played a short video conversation about the present continuous tense. Then, I tried to attract students by asking some questions such as, "Do you know what the video is about?" This type of simulation aimed to activate the previous knowledge of students. Second, the researcher explained more about the tenses that are used in the present continuous tense and guided them in conversation on how to speak effectively. Then the researcher divided the students into two-person in a group for two conversations about the present continuous tense. Finally, the students presented the results of their group conversation examples in front of the class. The main goal of the guided conversations was to provide students with the opportunity to improve their skills.

c. Third Meeting

Before beginning the class, the researcher asked the students to think of a verb that is related to the present continuous tense. In group assignments, the researcher showed several pictures of two people talking and asked the students to fill in the blanks with the present continuous tense. Students and groups work

for 25 minutes to complete their assignments. The researcher chose students at random from each group to present their project and begin a discussion about what they had created.

In this session, the researcher gave a post-test to each group of two students, instructed them to speak up within a minute to talk and participate in the conversation. The researcher followed the same procedures as in the pretest and recorded student presentations using a rubric to be analyzed and scored in order to determine the improvement in students' speaking skills after treatment.

3.5.3 Post-test

A post-test would use to determine whether students' speaking improved after receiving the treatment. The researcher would ask the students to speak about "common interest" for example hobbies and free time activities, which they must prepare for in groups consist of two or three students and practice in front of the class. The researcher would follow the same procedures as in the pretest. The video recordings of the students' presentations were analyzed to determine whether or not there was an improvement after the treatment.

4.6   Data Analysis

a.   Descriptive Statistic

Descriptive statistics are statistics that are used to analyze data by describing the data as it has been collected without making generalizable conclusions or generalizations (Ikram, 2016). These values are calculated using the minimum, maximum, mean

(average), and standard deviation. SPSS (Statistical Package for the Social Science)

22 for Windows is used for descriptive statistical calculations.

b.   Data Analysis Prerequisite Test

After obtaining the next data, the researcher conducted a prerequisite test of data

analysis for normality and homogeneity of the data.

1.   Normality test

The data normality test is a fundamental requirement for parametric analysis.

The normality test can be used to determine whether a population sample is

normally distributed or not. If the research data is normally distributed,

parametric analysis techniques can be used. If the data is not normal, non-

parametric statistical techniques should be used. In SPSS (Statistical Package

for the Social Science) 22 for Windows the normality test that is often used is

the Liliefors (Kolmogrov-Smirnov) method with the following conditions:

1) If the significant value is > 0.05 then the data is normally distributed.

2) If the significant value is < 0.05, then the data is not normally distributed.

Statistical tests are used to see the level of accuracy of a function or equation to

estimate the analyzed data. This statistical test can be seen from the Independent

Sample t-test.

2.   Homogeneity Test

To know whether both groups were homogenous or not, the researcher used

homogeneity test. The researcher applied test homogeneity of variance in

SPSS 22 program with statiscal hypothesis as follows:

H_o = the variances of the two groups were homogenous.

H_a = the variances of the two groups were not homogeneous.

The criteria of hypothesis were:

If sig score >0.05, it means that H_o was accepted and H_a rejected.

If sig score <0.05, it means that H_o was rejected and H_a accepted.

a.   Independent sample t-test

Independent Sample t-test or two-mean difference test is used to test two means of two independent data groups. The test uses a significance level of 0.05. Before the two-average difference test is carried out, an F test (homogeneity test) is carried out, meaning that if the variances are the same, the t-test uses the Equal Variance Assumed value (assumed the same variance) and if the variance is different, the Equal Variance Not Assumed value is used (assumed a different variance).Testing is done by proposing a hypothesis:

H_o: Guide Conversation independent variable has no effect on the dependent variable (students' speaking skills).

H_i: The independent variable Guide Conversation has an effect on the dependent variable (students' speaking skills).

The basis for decision making are:

1.   If the value of tcount < t-table, then H0 is accepted and Ha is rejected, which means that there is no difference in average (students speaking skills) between the pretest and the post-test.

2.   If the value of tcount > t-table, then H0 is rejected and Ha is accepted, which means that there is an average difference (students English speaking skill) between the pre- test and the post-test.

CHAPTER IV

ANALYSIS OF RESULT AND DISCUSSION

In this chapter IV the researcher explained about the analysis of result including School Profile, the Respondents, the Experiment, and the Discussion.

4.1   School Profile

Bayt Tamyiz junior high school Indramayu is a private school founded in 2010 that has received "A" accreditation from the National Accreditation Board (BAN) in 2019. Bayt Tamyiz junior high school Indramayu is located in the village on JL. Sukaperna Kongsi, Indramayu, West Java. Bayt Tamyiz junior high school Indramayu is a formal educational institution with its own learning characteristics, such as the Tamyiz method, which can generate students who can memorize 30 *juz* of Al-Qur'an translation, *Nahwu Shorof* Qur'an, and *Kitab Kuning*. Aside from that, the English and Arabic programs may generate students who can communicate in English and Arabic on the daily.

There are totally 20 teachers and staff at Bayt Tamyiz junior high school Indramayu, including the head master, vice curriculum, operators, 16 teachers, and TU staff. Bayt Tamyiz junior high school Indramayu additionally has very good facilities, including a building with three floors with a mosque, canteen, principal's office, teacher's office, TU staff room, six classrooms, a science lab, a computer lab, a library, and one health room.

4.2   The Respondents

The 8th graders of Bayt Tamyiz junior high school Indramayu were the focus of this research. There were two classes of the 8th graders. Those were 8A and 8B. Class 8A as an experimental class was taught conversation using the guided conversation method, while 8B as the control class was taught conversation without using the guided conversation method. The data of the respondents is presented in Table 4.1

Table 4.1

Respondents of the Study

	Experimental Class	Control Class
Boys	14	10
Girls	9	13
Total	23	23

The table shows that total of respondents in the experimental group was 23 students, consisting of 14 boys and 9 girls, whereas the respondents in the control group was 23 students, consisting of 10 boys and 13 girls. Therefore, the total respondents was 46 students.

4.3   Instrument of the Research

This study used conversation test as an instrument to collect data in this research. The instrument was used for pre-test and post-test to collect the data in the oral test. The teacher asked the student to have a minute of conversation about their

hobbies. The teacher asked the students to find the couple and asked them to discuss the dialog before practice in front of the class. The pre-test and post-test used be different. Pre-test was conducted before applying the effectiveness of guided conversation method to improve English conversation skill and the post test was conducted after applying the method.

4.4 Validity of the Instrument

In this research, the researcher gave the try out to measure the validity of test. The validity test in this study relied on the SPSS v25 application by utilizing the Correlated Item-Total Correlation feature. The significance level is 5% or 0.05. The validity test was carried out on 23 respondents which included 5 statements in class A and B. The basis for decision making was:

• If r count > r table, then the question is considered valid.

• If r count <r table, then the question is considered invalid.

R count is the result of a calculation using the SPSS application. While the value of r table can be seen in r table with a significance level of 5% The number 0.413 comes from r table with the formula df = N-2 so 23-2 = 21, so r table = 0.413

Table 4.2 Validity of the Instrument

Item-Total Statistics				
Rated qualities	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronunciation	11.28	5.007	.885	.922
Grammar	11.17	4.636	.845	.932
Vocabulary	11.13	5.227	.820	.934
Fluency	11.35	4.854	.903	.919
Comprehension	11.33	5.291	.788	.939

It can be seen from the table above showing the results of the validity test for the pre-test. Based on the results of data processing, all statements are declared valid because they fulfill the comparison of r count>r table as the basis for making a decision that a statement is declared valid.

4.5 The Reliability of the Instrument

The reliability is also important for examining and judging the suitability of the test or measuring instruments. The reliability is related to the score consistency of the students. In this study, the reliability test was measured using the Alpha Cronbach technique. The criteria for assessing the reliability of research instruments using the Alpha Cronbach technique are stated as follows:

• If Cronbach's Alpha value is > 0.60, then the research instrument is considered reliable.

• If Cronbach's Alpha value is 0.60, then the research instrument is considered unreliable.

Table 4.3 Reliability of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.943	5

Based on the table above, reliability test was carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the result of the reliability coefficient of the instrument is 0.943, it turns out that it has a "Cronbach Alpha" value greater than

0.60, which means that the pre-test instrument is declared reliable or meets the requirements.

4.6 The Experiment

4.6.1 Pre-test

The writer conducted the pre-test on July 20th, 2023 for the experimental group and control group. The researcher asked the students to have a minute of free conversation in front of the class. Then during the presentation, the researcher recorded what they were saying. The purpose of pre-test used to asses students' abilities before treatments. The assessment made at the pretest is assessed in 5 assessments on the assessment rubric with rated qualifications grammar, pronunciation, vocabulary, fluency, and comprehension. These 5 assessments are taken into account in the normality, homogeneity and t-test to see the results of students' abilities before carrying out treatment. The following is a table that presents the results of the descriptive statistical analysis of experimental class and control class pre-test values calculated using the SPSS program.

Table 4.4 Pre-test

Statistics		Experimental	Control
N	Valid	23	23
	Missing	0	0
Mean		73.70	71.09
Std. Error of Mean		1.005	1.216
Median		75.00	70.00
Mode		75	65
Std. Deviation		4.819	5.830

Variance	23.221	33.992
Range	15	20
Minimum	65	65
Maximum	80	85
Sum	1695	1635

Based on the table data above, it can be seen that the average pretest score for experimental class is 73.70, the maximum value is 80 and the minimum value is 65, while the average pretest score for control class is 71.09, the maximum value is 85 and the minimum value is 65. According to the result of the pre-test, the students were lacking understanding in conversation. Therefore, treatment in the experimental class is required to find significant comparison in conversation skill abilities using the guided conversation method.

4.6.2 Data Normality

After getting the post-test result of experimental and control class, the researcher analyzed the normality of data. The normality test was carried out on two data, namely the guided conversation method pretest and posttest data in the application of English conversation skills. In this study, the normality test was obtained using the Kolmogorov-Smirnov or Shapiro-Wilk test. The normality test is used to determine whether the data is normally distributed or not, provided that the data is normally distributed if it meets the sig value criteria > 0.05. For more details, the normality test results can be seen in the following table:

Table 4.5 Data Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.15455028
Most Extreme Differences	Absolute	.124
	Positive	.124
	Negative	-.084
Test Statistic		.124
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table shows that the value of probability (P) for pre-test was 0.200. Because the p value or Sig (2-tailed) were higher than 0.05, it could be said that the pre-test data were normal.

4.6.3 Homogeneity

To know whether both groups were homogenous or not, the researcher used homogeneity test. The researcher applied test homogeneity of variance in SPSS 22 program with statiscal hypothesis as follows:

Ho = the variances of the two groups were homogenous.

Ha = the variances of the two groups were not homogeneous.

The criteria of hypothesis were:

If sig score >0.05, it means that Ho was accepted and Ha rejected.

If sig score <0.05, it means that Ho was rejected and Ha accepted.

The homogeneity of test is as follows:

Table 4.6 Test of Homogeneity of Variances

Test of Homogeneity of Variances

Result of study

Levene Statistic	df1	df2	Sig.
1.553	1	44	.219

From the data analysis of homogeneity above, it can be concluded that the two groups were homogeneous. Because the sig was $0.219 > 0.05$, it means that H_o was accepted.

4.6.4 T-test

Because the data is normal, the researcher can continue to the next step. Based on the comparison of t-test and table, they were:

a) If t-value > t-table and sig. (2 tailed) < 0.05, it means that H_i is accepted and H_o is rejected.

b) If t-value < t-table and sig. (2 tailed) > 0.05, it means that H_i is rejected and H_o is accepted.

The purpose of t-test was to know the difference between the score of the control and the score of experimental class in pre-test. Below the result of t-test.

Table 4.7 The Resul of T-test of Control and Experimental Group for Pre-test

Group Statistics

	pre-test con	N	Mean	Std. Deviation	Std. Error Mean
pre-test	**Experimental**	23	73.70	4.819	1.005
	Control	23	71.09	5.830	.52

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.553	.219	1.654	44	.105	2.609	1.577	-.570	5.787
	Equal variances not assumed			1.654	42.494	.105	2.609	1.577	-.573	5.791

The table shows that the mean score of pre-test for control was 71.09 and for experimental class was 73.70. The standard deviation is 5.830 for control class and for experimental class is 4.819. The t-test showed sig (2-tailed) 0.105>0.05. The researcher concluded that there is no significant difference between the score of the control class and the score of the experimental class in pre-test.

4.6.5 Treatment

Treatment was given after the pre-test. The researcher held treatment from July 21st until July 25th, 2025. In doing this research, the researcher gave the students four treatments. It would be clarified in the explanations below:

a. The First meeting

In the first meeting, the researcher introduced her and explained the purpose of my presence to the students. Then the researcher explained what guided conversations was and how it helped students learn. Then the researcher given

the example by given the video of the conversation in the monitor. Then, the researcher asked the students to understand the video before practice in front of the class. After that, the researcher asked the students to find their couple and asked them to prepare in 5 minutes before doing the conversation about explaining their hobbies in front of the class in one-minute. During the presentation, the researcher recorded video of what they were saying. The recording was used to assess students' ability to speak in terms of pronunciation, grammar, vocabulary, comprehension, and fluency.

b.   The Second Meeting

The researcher started using guided conversations to teach speaking. After explained the procedure of guided conversation, the researcher given the model of conversation practice by given the expression and the structure. After given the example, the researcher played a short video conversation about the present continuous tense. Then, the researcher tried to attract students by asking some questions such as, "Do you know what the video is about?" This type of simulation aims to activate the previous knowledge of students. Second, the researcher explained more about the tenses that are used in the present continuous tense and guided them in conversation on how to speak effectively. Then the researcher divided the students into two-person groups for two conversations about their hobbies in the present continuous tense. Then, the researcher guided the students in front of the class and finding the missing of their grammar, pronunciation, and vocabulary and asked the students to make the conversation better. Finally, the students present the results of their group

conversation examples in front of the class. The main goal of the guided conversations was to provide students with the opportunity to improve their skills. Before the researcher closed the meeting, the researcher asked the students group to prepare their dialog about their hobbies to present in front of the class in the next meeting.

c. The Third Meeting

Before beginning the class, the researcher asked the students to think of a verb that is related to the present continuous tense. In group assignments, the researcher showed several pictures of two people talking and asked the students to fill in the blanks with the present continuous tense. Students and groups work for 25 minutes to complete their assignments. The researcher chose students at random from each group to present their project and begin a discussion about what they had created.

For the last meeting of the research, the researcher gave a post-test to each group of two students, instructing them to speak up within a minute to talk and participate in the conversation. The researcher followed the same procedures as in the pretest and recorded student presentations using a rubric to be analyzed and scored in order to determine the improvement in students' speaking skills after treatment.

4.6.6 Post-test

At the end of the research, the researcher conducted a post-test in experimental and control class. The post test was conducted on Thursday, July 27th, 2023 at 08.00 a.m for experimental class and on Thursday, July 27th, 2023 at 10.00 a.m for control

class. It required 60 minutes to administer the post-test. The total number of the

students was 46 students. The post-test was conducted to measure the students'

English conversation skill after the treatment. The test contained the same topic about

hobbies and free time in groups consist of two students and practice in front of the

class. The research will follow the same procedure as in the pre-test. There was a case

for students to be analyzed to determine whether or not there was an improvement

after the treatment. The following is a table that presents the results of the descriptive

statistical analysis of experimental class and control class post-test values calculated

using the SPSS program.

Table 4.8 Post-test

Statistics			
		Experimental	Control
N	Valid	23	23
	Missing	0	0
Mean		89.52	81.09
Std. Error of Mean		.970	1.216
Median		90.00	80.00
Mode		85	75
Std. Deviation		4.650	5.830
Variance		21.625	33.992
Range		14	15
Minimum		85	75
Maximum		99	90
Sum		2059	1865

4.6.7 Normality Data

After getting the post-test result of experimental and control class, the

researcher analyzed the normality of data. The normality test was carried out on two

data, namely the guided conversation method pretest and posttest data in the

application of English conversation skills. In this study, the normality test was obtained using the Kolmogorov-Smirnov or Shapiro-Wilk test. The normality test is used to determine whether the data is normally distributed or not, provided that the data is normally distributed if it meets the sig value criteria > 0.05. For more details, the normality test results can be seen in the following table:

Table 4.9 Normality Data

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.15455028
Most Extreme Differences	Absolute	.124
	Positive	.124
	Negative	-.084
Test Statistic		.124
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d.   This is a lower bound of the true significance.

The table shows that the value of probability (P) for pre-test was 0.200. Because the p value or Sig (2-tailed) were higher than 0.05, it could be said that the pre-test data were normal.

4.6.8 Homogeneity

To know whether both groups were homogenous or not, the researcher used homogeneity test. The researcher applied test homogeneity of variance in SPSS 22 program with statiscal hypothesis as follows:

Ho = the variances of the two groups were homogenous.

Ha = the variances of the two groups were not homogeneous.

The criteria of hypothesis were:

If sig score >0.05, it means that Ho was accepted and Ha rejected.

If sig score <0.05, it means that Ho was rejected and Ha accepted.

The homogeneity of test is as follows:

Table 4.10 Test of Homogeneity of Variances

Test of Homogeneity of Variances

Result of study

Levene Statistic	df1	df2	Sig.
1.553	1	44	.219

From the data analysis of homogeneity above, it can be concluded that the two groups were homogeneous. Because the sig was $0.219 > 0.05$, it means that H_o was accepted.

4.6 T-test

After measuring data normality, and it was found that data is normal, the next step is analyzing t-test. It was to know the difference between mean score of control class and experimental class. Likewise, the purpose of conducting t-test in post-test is to know whether the students are improved or not after being given treatment. Below is the result of t-test.

Table 4.11 The Result of T-test for Post-test

Group Statistics of T-test

Group	N	Mean	Std. Deviation	Std. Error Mean
scorel post-test 1	23	89.52	4.650	.970
2	23	81.09	5.830	1.216

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	2.850	.098	5.424	44	.000	8.435	1.555	5.301	11.569
	Equal variances not assumed			5.425	41.927	.000	8.435	1.555	5.296	11.573

The table above shows that the mean score of post-test for the control class was 81.09 and for the experimental class was 89.52. The standard deviation is 5.830 for the control class and for the experimental class was 4.650. The t-test result shows that sig. (2-tailed) was 0.000, it was less than 0.05, so the researcher concludes that there is a significant difference between the score of the control class and the score of the experimental class in post-test. It means that H_o is rejected and H_I is accepted. It can be concluded that the guided conversation method is significantly different between the control class and the experimental class after they got the treatment.

4.7 Discussion

The aim of the test was to know the students' improvement in English conversation skill after giving the treatments by using guided conversation method for the 8th graders of Bayt Tamyiz junior high school in the academic year 2023/2024. The researcher analyzed the data of pre-test and post-test by using SPSS 22, the result show that there is a significant difference increase in conversation achievement of experimental class after treated by using guided conversation method.

Based on the calculation of normality test from class 8A as the experimental class and 8B as the control class, both of classes were normal in term of distribution.

The result of pre-test in experimental and control class were 73.70 and 71.09. it showed that the students English conversation ability in experimental and control class before they given the treatment was scant. After the pre-test, the students were given three treatments. From the treatment, the students got more new vocabulary and new strategy to improve English conversation skill and the control class was given the conventional strategy in the process of teaching and learning. The las activity was post-test. The result of post-test of both experimental class and control class was 89.52 and 81.09. The result computation of t-test and t-table was 5.289>4.767 (showed that t-test is higher than t-table) and sig. (2-tailed) value is 0.000. Because the probability value is less than 0.05. This shows that there is a significant effect on the difference in the treatment given to each variable. So that it can be concluded that after receiving treatment with the guided conversation learning model, the learning value is better than before using the guided conversation learning method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The last chapter presents the conclusion and suggestions which are based on analysis and discussion in the previous chapter. The first part is conclusion of analysis and followed by suggestion afterwards.

5.1   Conclusion

This study aimed to analysis the effectiveness of guided conversation method to improve English conversation skill. Guide conversation method require students' motivation to be confident and interested in speaking English. The students more active and enjoy in learning English more. This method motivate students to engage in more conversation. Based on the analysis of the data and the explanation in the previous chapter, it can be assumed that guided conversation method can improve English conversation skill to the 8th graders of SMP Bayt Tamyiz in academic year 2023/2024. It means students who are conversation by using guided conversation method have higher speaking score than those who are conversation without using guided conversation method. It can be seen in the final score of experimental class and control class in pre-test and post-test score, t-test and t-table.

The score of post-test of both experimental class and control class was 89.52 and 81.09. The result computation of t-test and t-table was 5.289>4.767 (showed that t-test is higher than t-table) and sig. (2-tailed) value is 0.000. Because the probability value is less than 0.05. This shows that there is a significant effect on the difference

in the treatment given to each variable. So that it can be concluded that after receiving treatment with the guided conversation learning model, the learning value is better than before using the guided conversation learning method. It reported that students more confidents and easy to learn conversation in the daily activity.

5.2   Suggestion

The researcher reported that this research was enfold method which was quite effective and easy to use. Implementing the use of this method requires sufficient attention in guiding students to achieve learning goals. Apart from that, it is recommended that teachers design teaching methods that are easy to understand so that students can learn the material well to achieve learning achievement. In other that, contributions from both teachers and students can increase students' readiness in facing learning material by using methods that have been prepared by the teacher. Finally, it is hoped that further research can be carried out to dig deeper into methods that increase readiness so that the teaching and learning process can be achieved well. The application of the guided conversation method is a concern of the university as a teaching method which is expected to improve students' academic performance by increasing their ability to speak English. and can increase independent learning and motivation to learn.

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